deserts the leading principles common to himself and Malthus, in developing the juster views on which he is at issue with that writer; and the latter, though approaching nearer to the true theory, still admits some important errors, which, in consistency, are only to be deduced from that to which it is opposed. These strictures, with some passing remarks upon Malthus, Adam Smith, and Gray, the writer mentioned in the Preface to the first edition of his 'New Ideas,' are made in the frank and respectful tone which becomes philosophical discussion.

12.—*The Substance of two Reports of the Faculty of Amherst College, to the Board of Trustees, with the Doings of the Board thereon.* Amherst. Carter & Adams. 1827. pp. 22.

The purpose of the two Reports, the substance of which is given in this pamphlet, was to recommend certain improvements in the system of education, pursued in Amherst College. The first of these Reports consists of some general reasoning in favor of a material change in the course of instruction in the College. In the second, the subject is considered more in detail, in obedience to a resolve of the trustees, requesting the Faculty to draw up a specific plan of improvement, upon the basis of their former report.

The results of their investigation of the subject are presented in five distinct propositions. 1. In relation to preparatory studies, they recommend that no change should be made, in the qualifications required for admission to the College. 2. They recommend that the present four years' course of study and instruction, in the languages, and the scientific and literary branches, should remain unchanged, for all students who shall make their election to prosecute that course. 3. They recommend that provision shall be made for pursuing an entirely different course of instruction, for the benefit of all students, who, by the advice of their friends, on admission to the College, shall prefer it; this new course to occupy the same period of time with the other, but to be entirely different from it, by a substitution of several of the modern languages for the ancient, and a more popular and practical course of studies, in the place of those which now form the basis of a collegiate education. 4. They recommend the establishment of a distinct department of instruction, to be devoted to 'the science and art of teaching; but more especially at first, to the education of schoolmasters.' Their views in relation to this new department will be collected from the following paragraphs, which we extract from their Report.

'To occupy the whole ground, will require,

'1. Much time and talent in the selection, revision, and compilation of elementary school books.

'2. An experimental school, consisting of young children, under the entire control of the department, where students may have opportunity to learn the art of teaching from example, and in which new methods of instruction may be tried, and the results carefully recorded.

'3. Adequate provision for the systematic instruction of schoolmasters, in all the branches of education, in which they may have occasion to teach in our primary or district schools, together with the theory of teaching and government.

'4. An able and connected review, or rather series of reviews, of all the popular systems of education now in use, particularly in our own country, with free and critical remarks upon College text books.

'5. A course of lectures annually, by the professor, on the science of education, for the particular benefit of the regular members of College, but which other young men, wishing to qualify themselves for teaching, might be permitted to attend.' p. 18.

Their fifth proposition recommends an establishment of a department of theoretical and practical mechanics; which may serve to afford exercise and amusement to the students, and 'to a few of the more ingenious and active, some pecuniary advantage.' In connexion with these opportunities for exercise, they propose that a course of practical lectures upon mechanics should be provided, during a part of one of the collegiate years. In recommending this measure, they say;

'For a considerable time, at least, the skill and industry of this department might be profitably employed, in furnishing the College rooms upon a uniform plan; in keeping all the buildings and furniture in constant repair; in making some of the more common articles of philosophical and chemical apparatus; as also many curious models in machinery, for the use of the professors in other departments. Here would be ample scope for the exercise of all the mechanical ingenuity in the seminary; and surely, it would be no disadvantage to any professional man in after life, to have learned how to drive a nail, or put on a lock, or use a plane or a saw, when he was a student in College.' p. 20.

It would be out of place here to express any opinion of the merits of these plans of improvement. The subject is much too important to be despatched in a few sentences, which is all that we could here devote to it. We may be disposed on some future occasion to devote a few pages to an examination of a part at least of the projects here stated.

We learn from the pamphlet, that the Report of the Faculty,

in which these improvements are recommended, was adopted by the unanimous vote of the Trustees. No provision, however, was made for carrying the plan into execution,—the pecuniary means of the College not being at present sufficient for that object. By accepting the report, they intended to express their approbation of the general plan, and their intention of incorporating the new course of instruction with their present four years' course; and to add the department of education, as soon as they can obtain the necessary means. The mechanic department they consider of less immediate consequence, but as deserving of a trial, as soon as the funds of the College will permit.

13.—*Elements of Mineralogy, adapted to the Use of Seminaries and Private Students.* By J. L. Comstock, M. D. 8vo. pp. 338. Boston. 1827. S. G. Goodrich.

From the introduction of the Elements of Mineralogy as a branch of study in so many of our schools and higher seminaries, the want of a convenient and correct work, suitable for beginners, has been for some time felt. We know of no book which, in the present state of the science, is every way calculated to serve as an introduction to the more extended treatises. Professor Cleaveland, we had heard, was preparing such a work, and he will not find in the volume before us any cause for relinquishing his undertaking. Although Dr Comstock has presented us with much of the matter of Professor Cleaveland's volumes, we do not think that he has enriched it by the additions from other writers.

Since the publication of Professor Cleaveland's work, mineralogy has advanced with rapid strides, and while a vast number of new substances have been brought to light, others that were then considered as distinct species or varieties have been discarded. Of this Dr Comstock does not seem sufficiently aware, and as to new American localities, we find no evidence of his having ever heard of them. Most surely, in an American work, and one too professedly designed 'to facilitate the progress of science,' our own localities should have been diligently examined and made known. On the contrary, many of those which have afforded choice and abundant specimens are wholly omitted, while old errors, both as regards the localities and the minerals themselves, are retained.

Thus our author does not appear to have known that some of the finest crystals of Chrysoberyl have occurred at Saratoga, that Tabular spar has been *occasionally* found at Ticonderoga;